AN ACCOUNTABILITY REPORT ON THE TARGETS OF

When kids come first

New Nouveau
Brunswick
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An Accountability Report on the targets of *When kids come first* • 2009

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Message from Minister Roland Haché

Our provincial education plan, ***When kids come first***, articulates government's clear vision on how, as a province, we can create the best education system in the country. In just three short years, there are already a number of successes showing that we are on the right path.

Through the hard work of our dedicated school personnel, Grade 2 students in both sectors have again improved their reading and writing skills. Similar gains in literacy are being made at the Grade 7 and 8 levels.

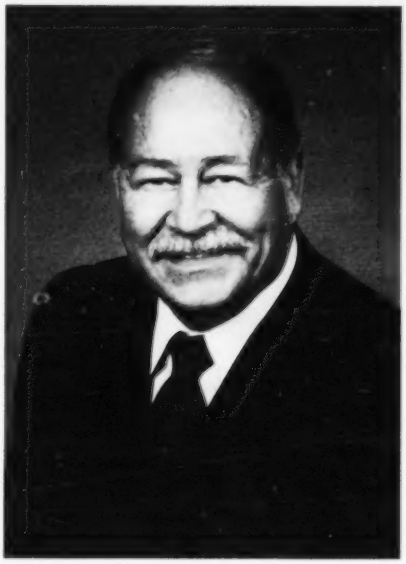
First Nations students in Grade 2 have significantly improved their reading skills and are on par with students in the anglophone system. Grade 7 First Nations students have also improved since last year.

Students in both sectors are also improving their second language skills. In addition, early successes in the new Intensive French program in the anglophone sector should help this trend to continue in the years to come.

In the anglophone sector, we have invested in a multi-year professional development plan to enhance educators' skills in the assessment of student achievement and in more targeted instruction to students.

In the francophone sector, a permanent committee made up of Department of Education and district representatives was established with a mandate to define needs and to determine professional development priorities on an annual basis.

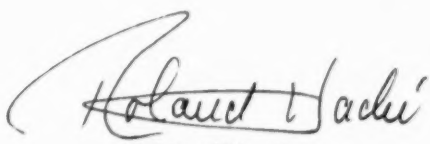
The Community Schools model in each sector is showing a tremendous amount of success. A total of 51 schools across the province have been officially designated as "community schools," and the community development coordinators are extending the benefits beyond just these schools.



We will continue our focus on the three goals of our provincial education plan:

- Every child will arrive at kindergarten ready to learn;
- Every child will leave Grade 5 having mastered the tools to learn — reading, writing and numeracy; and
- Every child will graduate from high school having had the opportunity to discover his or her personal strengths and to find something he or she loves doing.

As the Minister of Education, I am very pleased to present to parents and the public our *2009 Accountability Report* which reports on the 2008/09 school year. This is a report card on our commitment to the children of New Brunswick and the wonderful progress they are making.



Minister of Education

Introduction

This report is the second annual Accountability Report, designed to show the progress that is being made on each of the 23 targets set out in the five-year provincial education plan, ***When kids come first***.

In an effort to improve readability, we've redesigned the layout of the report this year. In the following pages, provincial data and data by linguistic sector is shown for the majority of the targets while a comparison between each district is displayed in the Appendix in the form of charts. As much as possible, data is from the 2008/09 school year. For certain targets, work is still underway to develop appropriate indicators that can be used year after year. The development and implementation of a new Student Information System will be instrumental in this process.

The performance on each target is colour-coded, providing a quick way to see how we are doing.

- When a percentage or result is stated in black, it indicates that we have not yet reached the target: ex. 85%
- When a percentage or result is stated in blue, it indicates that we have met our 2013 target: ex. 90%

Next to each percentage or result, there is a figure stated in parentheses indicating the net change in percentage points from last year, or a previous year if stated otherwise.

- When the net change is indicated in green, it indicates an improvement over the previous year: ex. (+5).
- When the net change is indicated in red, it indicates a decrease in performance from the previous year: ex. (-3.4)

For example, 82% (+7) would indicate that there has been an improvement of 7 percentage points over last year, but we have not yet met the target.

On the other hand, 91% (-2) would indicate that, despite a 2 percentage point decrease from last year, we are meeting the 2013 target for that measure.

This document is available on the Department of Education website at www.gnb.ca/education.

Commitments

1	**To ensure school readiness**	Success in early learning sets the stage for successful lifelong learning. ***When kids come first*** focuses on providing the right conditions for improving pre-kindergarten school readiness and successful and seamless transitions into kindergarten.
2	**To work urgently on literacy, numeracy and science**	Reading, writing, math and science concepts are the tools for learning. We will set high standards for students to master these skills by Grade 5 and improve them throughout higher Grades. We will insist on early and timely interventions to aid struggling students and challenge high achievers. Schools that excel at these interventions will be called upon to lead, and schools that struggle will be helped to change. Teacher training and professional development will be a cornerstone of the system.
3	**To help children develop a passion for learning**	A child reads, writes and solves problems best when he or she cares about the subject matter. Especially in the teenage years, a child learns best not by absorbing lists of facts but by solving problems he or she cares about. ***When kids come first*** will give children the guidance and options to discover their strengths and passions, and will give teachers the flexibility, resources and technology to let students use their intellectual interests to tackle the curriculum.
4	**To give educators the tools to innovate and lead**	New Brunswick is blessed with well-educated, passionate and talented teachers. Teachers with good ideas should have ways to get resources quickly to try new ideas, find out what works and learn from each other. ***When kids come first*** seeks to give teachers and principals the tools to lead change.
5	**To live up to the promise of inclusion**	New Brunswick is an international leader in inclusive education and ***When kids come first*** is designed to ensure the best interests of all kids are served within an inclusive environment.
6	**To engage communities and partners in improving schools**	***When kids come first*** acknowledges that success in education is linked to a new alliance between the school and its community. Community schools set the stage for more active community, volunteer sector and private sector engagement throughout our kids' education.
7	**To promote cultural identity and linguistic growth**	The need to celebrate and nurture the language and culture of each official language community is reflected in ***When kids come first***. We also need to build our second language capacity in both anglophone and francophone sectors. As well, First Nations education priorities and supports for new immigrants are all fundamental elements of ***When kids come first***.
8	**To create healthy and safe schools**	***When kids come first*** sets out specific actions required to make our schools healthy and safe for our kids, our school personnel and our communities.

The targets of the *When kids come first* provincial plan

	Target	Commitment #
1	All kids come to kindergarten school-ready.	1
2	80% of kids identified as requiring a Special Education Plan for kindergarten have the plan in place upon arrival in September.	1
3	90% of parents of children entering kindergarten participate in the *I'm Ready for School Initiative* at their neighbourhood school.	1
4	90% of kids reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it.	2
5	90% of kids reach the numeracy standard at Grade 3 and again at Grade 5; 20% exceed it.	2
6	85% of students reach or exceed the standard in Grades 6 – 12 on provincial assessments of literacy, numeracy and science.	2
7	The top 20% of New Brunswick students on literacy, numeracy and science assessments achieve at a level comparable with their peers in Canada's top three provinces.	2
8	70% of high school graduates are able to function effectively in speaking their second official language.	7
9	NB ranks among the top three in the country on national and international assessments in literacy, numeracy and science.	2
10	NB's post-secondary participation rate is among the top three in Canada, and an increasing proportion obtain a post-secondary credential.	3
11	NB is in the top three provinces in Canada for high school graduation.	3
12	First Nations students achieve at levels comparable with their peers on provincial assessments.	7
13	90% of high school graduates report that they intend to vote in the first election for which they are eligible (federal, provincial, municipal).	3
14	The percentage of children and youth who are considered active enough for optimal growth and development increases by 10 percentage points.	8
15	At least 75 community schools are operating in New Brunswick, with support from the community and the private sector.	6
16	An increasing percentage of students in Grades 6 – 12 report they feel safe and belong in their school; the level of safety reported by students with particular learning challenges is comparable to the level reported by other students; bullying behaviours decrease steadily in New Brunswick schools.	8
17	90% of students and parents report that students received the services they needed to support their learning.	5
18	80% of students with Special Education Plans are meeting identified learning outcomes, and interventions are in place for the remaining 20%.	5
19	100% of schools have adequate emergency preparedness plans and lock-down procedures in place, in collaboration with appropriate authorities.	8
20	90% of teachers report they have been successful in integrating technology in teaching their students.	4
21	90% of graduates report that they have had opportunities to take courses in the trades, the arts, or co-op or volunteer experience.	3
22	An increasing percentage of principals report that projects from the Innovative Learning Fund are having a positive impact on teaching and learning in their schools.	4
23	An increasing percentage of teachers report that gifted students are given the opportunity to reach their full potential at school.	5

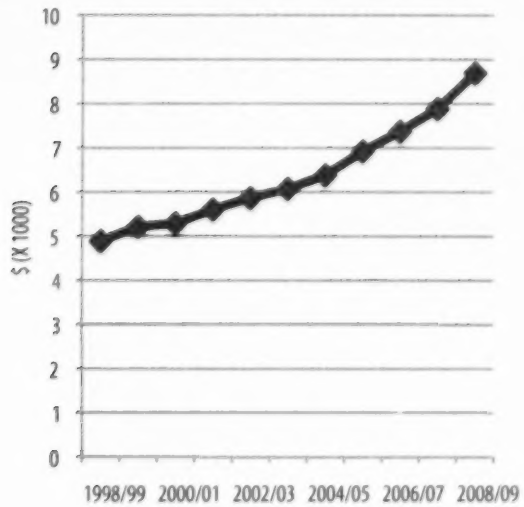
Investments in education: K – 12

Ongoing investment in education is needed in order to see continued results. For the year just ended 2008/2009, the operating funding for K – 12 was $952.9 million. The budget for 2009/2010 is $963.2 million. This represents an investment of $8,681 per pupil for elementary and secondary education in 2008/2009 compared to $4,881 in 1998/1999.

Although increased funding for the classroom has been the priority since the beginning of the implementation of the ***When kids come first*** plan, an investment of over $49.5 million in 2009/2010 was also made in the capital budget — an increase from $41.6 million in 2008/2009 — to fund over 150 construction, renovation and improvement projects in schools around the province.

Almost 99% of the education budget is expended in supporting learning in the classroom. In 2008/2009, over 261 teaching positions were created to add resources in the implementation of the recommendations from the MacKay report, ***When kids come first*** actions, and class size reduction. Continued investment in teaching positions has had a positive effect on the pupil-educator ratio which was down to 13.3 in 2008/2009 from 13.9 in 2007/2008.

Figure 1: Per-pupil funding, 1998/1999 – 2008/2009



Commitment #1:
To ensure school readiness

As its name indicates, the *I'm Ready for School Initiative* is meant to ensure that each child enjoys a smooth transition from the home to the school. This initiative comprises an evaluation of a child's development at both the pre-kindergarten and kindergarten levels. It was launched for pre-kindergarten children in the fall of 2007, and for kindergarten children in January 2008.

In the francophone sector, the evaluation of kindergarten children is done using the *Évaluation de la petite enfance – appréciation de l'enseignante* methodology. The francophone sector identified that 17.8% of kindergarten students were at-risk, an improvement of 0.8 percentage points from 2007/08.

In the anglophone sector — which uses the *Teacher's School Readiness Inventory* method of evaluation at the kindergarten level — there was a slight increase in the number of children identified as being at-risk, from 19.5% in 2007/08 to 20.3% in 2008/09.

TARGET 1

All kids come to kindergarten school-ready.

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change from last year)

	Identified as being at-risk[1]
Early Years' Evaluation	20.3% (+0.8)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change from last year)

	Identified as being at-risk[2]
Évaluation de la petite enfance – appréciation de l'enseignante	17.8% (-0.8)*

** This figure does not include those students in the francophone sector requiring francisation services.*

TARGET 2

80% of kids identified as requiring a Special Education Plan for kindergarten have the plan in place upon arrival in September.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change from last year)	Percentage[3]
Percentage of children requiring an SEP for kindergarten who have it in place upon arrival in September	34% *(First year of data)*

While 34% of children requiring an SEP for kindergarten had it in place upon their arrival in September, 68% of students had it in place by September 30th 2008. In many cases, it is appropriate to observe students in the school setting to determine appropriate learning outcomes.

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change from last year)	Percentage[4]
Percentage of children requiring an SEP for kindergarten who have it in place upon arrival in September	51% *(First year of data)*

It is important to note that most children (100% according to schools and learning specialists) receive the services they need upon entering kindergarten. Several children are monitored through a transition plan before having an SEP in place.

TARGET 3

90% of parents of children entering kindergarten participate in the I'm Ready for School Initiative at their neighbourhood school.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change from last year)	
Percentage of parents who participated in the *I'm Ready for School Initiative*	85% (+5)

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change from last year)	
Percentage of parents who participated in the *I'm Ready for School Initiative*	84.6% (+6.4)

Steps taken:

We have undertaken several new initiatives over the past year to ensure kids are ready to learn when they arrive at school. Following is a list of the most important initiatives in each sector.

Both Linguistic Sectors:

- *The Early Years Evaluation – Direct Assessment* (EYE–DA) has undergone some modification in light of feedback received from the schools in the 2008/2009 school year. We also continue to identify new uses for the EYE–DA, in particular with regards to early intervention and the provision of additional technology for students with exceptionalities.
- Readiness kits entitled *Welcome to Kindergarten / Bienvenue à la maternelle* are provided to students entering kindergarten, as well as their parents, at the beginning of every school year. These kits contain various educational materials that parents may use to help their children in the transition to school life.

Anglophone Sector:

- Requests for assistive technology for students entering kindergarten are now being accepted as part of the *Special Education Plan* (SEP) process.
- All districts are offering spring readiness sessions and preschool opportunities to children identified as having exceptionalities by the EYE–DA. These opportunities are provided through family resource centres, child care facilities, or sessions at the schools themselves.

Francophone Sector:

- When a child with an identified learning difficulty registers in kindergarten, support services are specified in an intervention plan in order to ensure that the required services or resources are available upon the child's arrival. When the child begins kindergarten, the intervention plan is revised and adjusted according to the child's needs by the strategic team.
- Following the *Évaluation de la petite enfance – Appréciation directe* (ÉPE–AD), children identified as potentially being at-risk receive interventions before they begin their schooling. A transition plan is prepared to inform the teacher about proposed stimulation activities. Before the end of January, the teacher evaluates the student using the *Évaluation de la petite enfance – appréciation de l'enseignant* (ÉPE–AE). Children identified as being at-risk are referred to the school's strategic team to establish intervention plans.

Commitment #2:
To work urgently on literacy, numeracy, and science

In the anglophone sector, the percentage of Grade 2 French Immersion students exceeding the reading standard increased by 7 percentage points from last year. The number of English program students exceeding the standard has also increased by 2 percentage points over the same period.

In the francophone sector, the performance of Grade 2 students in reading comprehension is unchanged from last year: 73% reached or exceeded the standard. On the measure of reading aloud, 72% of grade 2 students reached or exceeded the standard, an increase of 2 percentage points.

TARGET 4

90% of kids reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it.

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

	Reach or exceed target[5]	Exceed target[6]
Grade 2 reading *(English program)*	82% (+6)	23% (+2)
Grade 2 reading *(French Immersion)*	85% (+2)	37% (+7)
Grade 4 reading *(English program)*	79% (+4)	23% (+11)
Grade 4 reading *(French Immersion)*	71% (-5)	13% (-1)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

	Reach or exceed target[7]	Exceed target[8]
Grade 2, silent reading *(reading comprehension)*	73% (0)	23% (-3)
Grade 2, reading aloud	72% (+2)	21% (+2)

Data collection for Grade 4 reading began in September 2009, and the results will be available in next year's report.

TARGET 5

90% of kids reach the numeracy standard at Grade 3 and again at Grade 5; 20% exceed it.

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

A data-gathering method is currently being developed for Grade 3 numeracy.

	Reach or exceed target[9]	Exceed target[10]
Grade 5	59% (-6)	22% (-6)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

Data collection for Grade 3 numeracy will begin in May 2010

	Reach or exceed target[11]	Exceed target[12]
Grade 5	64% (-6)	16% (-2)

We continue to assess students at regular intervals in order to monitor overall progress and to identify any problem areas at an early stage. Consistent with linguistic duality, the anglophone and francophone sectors each develop and administer their own assessments. Below is the updated schedule for 2009/2010.

Assessments – Anglophone sector (2009/10)	Timeframe
Kindergarten – Teacher's School Readiness Inventory (Simner)	October/November
Grade 2 literacy	May
Grade 4 literacy	June
Grade 5 numeracy	June
Grade 6 science	June
Grade 7 literacy	October
Grade 8 mathematics	June
Grade 9 English Language Proficiency	January
Grade 10 French Oral Proficiency	February/March
Grade 10 French literacy	February/April
Grade 12 French Oral Proficiency	November/December and April/May
Assessments – Francophone sector (2009/10)	**Timeframe**
Kindergarten – Évaluation de la petite enfance	January
Grade 2 literacy	May/June
Grade 3 mathematics	May
Grade 4 literacy	September
Grade 5 mathematics	May
Grade 5 science and technology	May
Grade 5 French	May
Grade 8 mathematics	May
Grade 8 French	May
Grade 8 science and technology	May
Grade 10 English second language	January/May
Grade 11 French	May/June
Grade 11 mathematics	January/June

Both sectors have a number of additional assessments for literacy and numeracy in Grades 1 – 5.

For example, in the anglophone sector there is a writing assessment in Grade 2. In 2008/2009, 59.5% (+0.1 since last year) of students in the English program reached or exceeded the standard, with 7.2% (+2) exceeding it. In the French Immersion program, 75.7% (-8.1) reached or exceeded the standard, with 11.8% (-2.2) exceeding it.

In Grade 4 writing for the 2008/09 school year, 56.5% (+3.5) of students in the English program reached or exceeded the standard, with 5.4% (-1.7) exceeding it. In French Immersion, 66% (-5) reached or exceeded the standard, with 8.2% (-1.1) exceeding it.

In the francophone sector, students are assessed on science and technology in Grade 5. In 2008/2009, 65% reached or exceeded the standard, with 0% exceeding it.

Overall, student achievement levels in literacy improved again this year.

We will continue to focus on making sure that the basics — literacy, numeracy, and science — are mastered by students by the time they leave Grade 5. We also assess student performance and progress on these same subject areas at various grade levels throughout a child's public education journey. We will continue to do so in order to address any problem areas that may be uncovered. Timely and accurate assessments provide us with the provincial outlook necessary to give our students the best education possible.

TARGET 6

85% of students reach or exceed the standard in Grades 6 – 12 on provincial assessments of literacy, numeracy, and science.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Reach or exceed target[13]
Literacy: Grade 7 reading (English program)	67% (+1)
Literacy: Grade 7 writing (English program)	52% (+5)
Numeracy: Grade 8	59% (+2)
Science: Grade 6	56% *(First year of data)*

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year	Reach or exceed target[14]
Literacy: Grade 8 reading	71% (+6)
Literacy: Grade 8 writing	58% (-1)
Literacy: Grade 11 reading	64% (-23)
Literacy: Grade 11 writing	65% (+1)
Numeracy: Grade 8	58% (+7)
Numeracy: Grade 11	53% (0)
Science: Grade 8	No data available for this year

TARGET 7

The top 20% of New Brunswick students on literacy, numeracy, and science assessments achieve at a level comparable with their peers in Canada's top three provinces.

	National ranking[15]	Target
Top 20% of students in literacy	10th (2000)	Top 3
Top 20% of students in numeracy	9th (2003)	Top 3
Top 20% of students in science	10th (2006)	Top 3

TARGET 9

NB ranks among the top three in the country on national and international assessments in literacy, numeracy and science.

	National ranking[16]	Target
Performance of students in literacy	10th (2000)	Top 3
Performance of students in numeracy	9th (2003)	Top 3
Performance of students in science	10th (2006)	Top 3

The Program for International Student Assessment (PISA) allows for the international comparison of education systems and how they are performing relative to other states. The PISA test measures the aptitudes of 15-year old students in literacy, numeracy, and science, and occurs every three years. In 2006, New Brunswick scored at or above the Organisation for Economic Co-operation and Development (OECD) average in each of the three major areas — literacy, math, and science — but ranked tenth among Canadian provinces in science, ninth in reading, and eighth in mathematics.

The major area of focus rotates with each assessment year. In 2003, the focus was on numeracy, and in 2006, it was on science. The 2009 PISA test will focus on literacy.

The Pan-Canadian Assessment Program (PCAP) measures the achievement levels of 13-year-old students in reading, mathematics, and science. The assessment is conducted by the Council of Ministers of Education, Canada (CMEC), and was administered for the first time in 2007 as it replaced the School Achievement Indicators Program (SAIP). The 2007 PCAP assessment focused primarily on reading, while mathematics and science received a minor focus.

On the overall reading assessment, New Brunswick as a whole performed significantly lower (464) than the Canadian average (always adjusted to 500). New Brunswick also came in significantly below the Canadian average in mathematics (461) and science (465). It is important to point out that, in the aggregate, only three provinces — Ontario, Quebec, and Alberta — managed to score at or above the Canadian mean in any of the three disciplines.

Steps taken

Both Linguistic Sectors:

- New provincial literacy evaluations have been added in the fourth grade for the 2009/2010 school year. These evaluations will allow us to assess levels of literacy throughout the province, and adjust our strategies accordingly. Similar evaluations are being developed for Grade 3 numeracy.

Anglophone Sector:

- Standards have been developed for reading and writing in kindergarten through to Grade 9. These standards will be introduced and applied in the 2009/2010 school year to help guide teachers when assessing student literacy levels.
- We are currently working to develop a tool to assist with school planning and self-evaluation. This is part of a renewed focus on the school review process and will help nourish a common understanding of the factors that lead to effective and successful schools.

Francophone Sector:

- New curricula being developed in the francophone sector is taking literacy into consideration as an active component. This is notably the case with regards to new and revised curricula in the social sciences.

Commitment #3: *To help children develop a passion for learning*

Helping students develop a passion for learning is one of the most important goals of our public education system. In order to achieve this, we must help students discover what it is they enjoy doing and where their strengths lie. One approach is by increasing the availability of courses in the trades and the arts, as well as co-op opportunities, which can help some students discover their interests. In 2008/09, more than half of the Grade 12 students surveyed in both linguistic sectors again indicated that they "sometimes" or "regularly" had opportunities to participate in trades and the arts.

Another goal of public education is to teach students how important it is to be involved in the world that surrounds them, and how they can effect change. The most recent Exit Survey (2009) for Grade 12 students asked them about their voting intentions at the various levels of government — federal, provincial, and municipal. The results show an increase in their intentions for each electoral level.

TARGET 13

90% of high school graduates report that they intend to vote in the first election for which they are eligible (federal, provincial, and municipal).

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

Percentage of high school graduates who plan to vote in the[17]:

Federal election	Provincial election	Municipal election
77.8% (+3.1)	78.4% (+3.3)	72.9% (+1.8)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

Percentage of high school graduates who plan to vote in the[18]:

Federal election	Provincial election	Municipal election
84.6% (+1.6)	85.2% (+1.7)	83.4% (+1.1)

TARGET 10

NB's post-secondary participation rate is among the top three in Canada, and an increasing proportion obtains a post-secondary credential.

PROVINCIAL DATA, 2008/09
(number in parentheses indicates change since last year)

	Participation rate	National ranking
New Brunswick's post-secondary participation rate[19]	31% (-3)	6th (5th: 2006/07)

Please note that this data is from Statistics Canada for 2007/08 and is the most recent data available.

TARGET 11

NB is in the top three provinces in Canada for high school graduation.

PROVINCIAL DATA, 2008/09
(number in parentheses indicates change since last year)

	Graduation rate	National ranking
New Brunswick's high-school graduation rate[20]	81% (-4.7)	3rd (2nd :2005/06)

Please note that this data is from Statistics Canada for 2006/07 and is the most recent data available.

TARGET 21

90% of graduates report that they have had opportunities to take courses in the trades, the arts, or co-op or volunteer experience.

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

Students have opportunities to participate in[21]:

Trades	Arts	Co-op	Volunteer
58.7% (+5)	83.9 % (+0.6)	63.1% (-1.5)	62.8% (-0.1)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year)

Students have opportunities to participate in[22]:

Trades	Arts	Co-op	Volunteer
53.2% (+3.1)	64.7% (+6.6)	33.4% (-1.1)	40.6% (+2.2)

Dropout rates

Students tend to remain in school when they are motivated to learn. The Provincial dropout rate has decreased by 1.1 percentage points over the past eleven years, from 3.5% in 1997/98, to 2.4% in 2007/08. The disparity between boys and girls remains largely unchanged from 2006/07, with 2.9% of boys leaving school compared to only 1.9% of girls. The First Nations dropout rate has increased from 7.2% in 2006/07 to 8.6% in 2007/08.

Steps taken

Anglophone Sector:

- Professional development opportunities were provided for teachers who teach courses in the trades. These included training in: hospitality and tourism, culinary arts, metals and wood processing, brick-laying, electrical systems, etc.
- Alternative energy labs that include solar and wind applications have been introduced in three anglophone schools. Work in these labs promotes both knowledge in technology and theory on the practice of environmental sustainability.
- Various high school courses are being revised and restructured to allow students to obtain UNB or NBCC credits upon completion.

Francophone Sector:

- Ten new trades curricula have been approved and distributed to the districts for the 2009/2010 school year, including new courses in: culinary arts, forestry, nutrition, environmental technology, and horticulture. Professional development opportunities were provided for these teachers.
- We are working to develop an efficient model for providing distance education, particularly with regards to trades courses in rural schools. Experimentation with potential models will continue into the 2009/2010 school year.

Commitment #4:
To give educators the tools to innovate and lead

Information technology has spurred new ways of sharing and working. In 2008/09, 71% of teachers in the francophone sector indicated that they successfully integrated technology into the classroom. In the anglophone sector, 81% of teachers answered that they used information and communication technology for instructional purposes "very often" or "somewhat often."

In both sectors, principals are also reporting positive impacts on teaching and learning resulting from Innovative Learning Fund projects. We must ensure that the most successful innovations are fully replicated and integrated into the curriculum.

TARGET 20

90% of teachers report they have been successful in integrating technology in teaching their students.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	% answering "very" or "somewhat"often*
Teachers were asked about the frequency with which they use technology for instructional purposes[23]	88% (+1)

* *The question asked was "How often do you use information and communication technology for instructional purposes?"*

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Teachers successfully integrating technology in the classroom[24]	71% *(First year of data)*

TARGET 22

An increasing percentage of principals report that projects from the Innovative Learning Fund are having a positive impact on teaching and learning in their schools.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Calculated average
ILF projects have a positive impact on schools[25]	80% *(First year of data)*

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Calculated average
ILF projects have a positive impact on schools[26]	100% *(First year of data)*

Steps taken

Both Linguistic Sectors:

- Professional development opportunities dealing with the use of new classroom technology will be made available to teachers in the 2009/2010 school year. These sessions will be in line with the expansion of technology such as tablet PCs and interactive white boards.

Anglophone Sector:

- A student variant of the online educational Portal has been developed and enhanced throughout the 2008/2009 school year. Schools will be piloting the Portal in 2009/2010.
- Various international learning projects have been supported that link New Brunswick classrooms with others around the world. Some examples include: the Water Wetlands Project with Dutch schools; the Storytelling Forum with Scotland and Colombia; and the Global Teenager Project, which involves a total of 38 countries.

Francophone Sector:

- We continue to enhance the online Portal to make it more useful and user-friendly for staff throughout the public education system. Various improvements are planned, including a reworking of the search system to make it more precise and efficient.
- We are looking at ways to incorporate the use of personal computers into education plans for students with exceptionalities.
- We are working in collaboration with the NBCC and l'Université de Moncton in the development of various projects that actively link high school coursework with postsecondary studies.

Commitment #5:
To live up to the promise of inclusion

New Brunswick's public education system is recognized world-wide as one of the most inclusive. We strive to ensure that all students have access to quality public education, and we are committed to implementing the recommendations of the MacKay Report on inclusive education to make our system even stronger.

TARGET 18

80% of students with Special Education Plans are meeting identified learning outcomes, and interventions are in place for the remaining 20%.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Students with Special Education Plans meet 85% of their identified learning outcomes[27]	69% (+1)
Interventions are in place for the remaining 20%	No available data for this year

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Students with Special Education Plans meet 85% of their identified learning outcomes	No available data for this year
Interventions are in place for the remaining 20%	No available data for this year

TARGET 23

An increasing percentage of teachers report that gifted students are given the opportunity to reach their full potential at school.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Teachers who feel their students have opportunities to reach their full potential at school[28]	46% (+2)

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Teachers who feel their students have opportunities to reach their full potential at school[29]	52% *(First year of data)*

TARGET 17

90% of students and parents report that students received the services they needed to support their learning.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Parents who report that students have the services needed to support learning[30]	76% (+3)
Students who report that students have the services needed to support learning[31]	60% (+1)

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	Percentage
Parents who report that students have the services needed to support learning	No available data for this year
Students who report that students have the services needed to support learning	No available data for this year

Steps taken

Both Linguistic Sectors:

- The conceptual Integrated Services Delivery Model has been approved and the implementation plan is currently being developed. Consultations are also underway regarding the two demonstration sites.
- A formal definition of inclusion is being finalized as one of the recommendations from the MacKay Report. This definition imagines an evolving and systemic model of inclusive education where all children reach their full learning potential
- Class sizes have been reduced by one student for the 2009/2010 school year. This initiative will allow teachers more time to devote to their tasks and help alleviate class composition issues in general.
- A number of master's level course options have been provided for resource teachers and teachers assistants in collaboration with the University of New Brunswick. The most recent cohort to undertake this training included 65 anglophone and 35 francophone teachers.

Anglophone Sector:

- Work is ongoing to ensure that all guidance counsellors possess at least a master's degree in the field. Various continuing education opportunities have been provided to realise this initiative. As of 2009/2010, five out of nine anglophone districts have satisfied this new requirement.

Francophone Sector:

- New professional development opportunities related to teaching children with dyslexia were provided to 35 francophone sector resource teachers during the 2008/2009 school year.

Commitment #6: *To engage communities and partners in improving schools*

One of our greatest strengths in New Brunswick is the extent to which communities are close-knit and cooperative. Community schools use community resources such as volunteer groups, parents, public services and recreational and cultural opportunities to turn a school into a centre of opportunity for children, youth, families and communities.

TARGET 15

At least 75 community schools are operating in New Brunswick, with support from the community and the private sector.

PROVINCIAL DATA, 2008/09 (number in parentheses indicates change since last year)	Number of community schools
Anglophone sector[32]	35 (0)
Francophone sector[33]	16 (0)
Provincial total	**51 (0)**

Steps taken

Both Linguistic Sectors:

- The online education Portal has been enhanced to include information on the Community Schools Initiative. It now includes both information related to the establishment of community schools, and examples of the benefits associated with the initiative as a whole.
- Many schools in both sectors are benefiting from the services of a school-based coordinator. These coordinators are tasked with promoting collaborative projects between the schools and their respective New Brunswick communities.

Commitment #7: *To promote cultural identity and linguistic growth*

Second language programs

As Canada's only officially bilingual province, it is important that we provide opportunities for our kids to retain their culture and language while fully experiencing another. The provincial target for 2013 is to have 70 percent of kids able to function effectively in speaking their second official language.

In the anglophone sector, this evaluation is only administered every two years; as a result, there is no new data for 2008/09. Only 1.7 percent of students in the Core French program met the target in 2007/08. For those students in the French Immersion program, 88 percent were able to function effectively in 2007/08, surpassing the target by 18 percent. This represents a 1 percent increase from 2005/06. Overall, 36 percent of anglophone students met the provincial target, an increase of over 2 percent since 2005/06.

Francophone students have consistently improved their level of English over the past four years. As of 2008/09, 66 percent were able to function effectively in English, an increase of 6 percent since 2005/06.

TARGET 8

70% of high school graduates are able to function effectively in speaking their second official language.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year) *There is no data for this year as students are only tested every two years. Following is a restatement of the results from 2007/08 (number in parentheses indicates change since 2005/06):*	% of students at intermediate or higher
Core program[34]	1.7% (+1.3)
French Immersion program[35]	88% (+1)
Anglophone sector average	**36% (+2)**

FRANCOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year)	% of students at intermediate or higher
Francophone students[36]	66% (+2)

TARGET 12

First Nations students achieve at levels comparable with their peers on provincial assessments.

First Nations students

Our statistics show that a greater percentage of First Nations students are experiencing difficulties on provincial assessments. As our First Nations' population continues to grow, our attention must be turned to addressing the specific needs of these children in the school system.

ANGLOPHONE SECTOR, 2008/09 (number in parentheses indicates change since last year):	First Nations students	Anglophone sector students
Grade 2 students experiencing difficulty reading[37]	19% (-18)	18% (-6)
Grade 7 students experiencing difficulty reading[38]	50% (-4)	33% (-1)

Please note that a lower percentage is better in this case since it means fewer children are experiencing difficulty reading. This is why the percentage point declines are coded in green.

Steps taken

Both Linguistic Sectors:

- A virtual exchange program entitled "Dialogue New Brunswick" has undergone further expansion over the past year. In 2008/2009, 29 anglophone and francophone grades 3 to 9 classes were partnered together for a variety of culturally-based projects.

Anglophone Sector:

- A Bilingual Learning Environment policy has been developed and will be piloted during the 2009/2010 school year. This policy provides a framework for anglophone schools to develop learning opportunities through which all students may participate in French and bilingual activities outside of the classroom.
- In the summer of 2009, we supported a four week French Immersion program provided in collaboration with l'Université de Moncton. Approximately 142 students were approved to attend.
- A new French Second Language model designed to improve our students' linguistic capacity and reduce issues associated with streaming of students in the early grades has been approved for implementation.
- A new tripartite partnership between First Nations communities, the Federal government, and New Brunswick designed to close the gap in student achievement between aboriginal and non-aboriginal students has been signed. A tuition reinvestment model will provide significant new funding for First Nations students.

Francophone Sector:

- Work continues on the development of an Intensive English framework and program that would eventually be implemented in northern francophone communities. A pilot project to this effect has been underway for a number of years in District 9 and will continue throughout the 2009/2010 school year. We are now planning similar pilots for both District 3 and District 5.
- In the fall of 2008, the Commission on Francophone Schools held its public consultation period, and high levels of community engagement and participation made it very successful. The consultation period culminated in a Francophone Schools Summit. The Commissioner's final report was released in June 2009 and government announced the creation of a community-government follow-up committee.

Commitment #8:
To create healthy and safe schools

We want New Brunswick students and school staff to be safe and healthy. This means finding ways to help students adopt more active, healthy lifestyles; taking steps to prevent bullying, discrimination and violence; and investing in our school buildings so they are safer places in which to learn and work.

TARGET 14

The percentage of children and youth who are considered active enough for optimal growth and development increases by 10 percentage points.

PROVINCIAL DATA, 2008/09 (number in parentheses indicates change since last year):	
No evaluation data is available for this target in 2008/09. The following data is from 2007/08.	
Anglophone sector: Percentage of children and youth who are active enough to ensure the best possible growth and development[39]	52% *(First year of data)*
Francophone sector: Percentage of children and youth who are active enough to ensure the best possible growth and development[40]	41% *(First year of data)*
Provincial average:	**50%** *(First year of data)*

TARGET 16

An increasing percentage of students in Grades 6 – 12 report they feel safe and belong in their school; the level of safety reported by students with particular learning challenges is comparable to the level reported by other students; bullying behaviours decrease steadily in New Brunswick schools.

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year):

	Percentage
Students in Grades 6 – 12 report feeling safe at school[41]	78.4% (-0.5)
Students with special needs feel safe[42]	72.5% (-2.8)
Bullying behaviours decrease[43]	4,705 (+41)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year):

	Percentage
Students in Grades 6 – 12 report feeling safe at school	No available data for this year
Students with special needs feel safe	No available data for this year
Bullying behaviours decrease[44]	1,363 (+104)

TARGET 19

100% of schools have adequate emergency preparedness plans and lock-down procedures in place, in collaboration with appropriate authorities.

ANGLOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year):

	Percentage of schools that are ready
Emergency Plans[45]	100% (0)
Lock-down procedures are in place[46]	100% (0)

FRANCOPHONE SECTOR, 2008/09
(number in parentheses indicates change since last year):

	Percentage of schools that are ready
Emergency Plans[47]	98% (+2)
Lock-down procedures are in place[48]	99% (+2)

Steps taken

Both sectors:

- New standards with respect to new school construction are currently under development. It is estimated that a 30% cost-savings on electricity can be realized as a result of the new standards.

Anglophone Sector:

- While there are still challenges that vary by district, the provincial average time for physical activity has climbed significantly from a previous high of 91 minutes to 115 minutes per week. The percentage of time that is being taught by a specialist has risen from a previous high of 27% to 81% in 2008/2009.
- A Student Wellness Survey was distributed to schools and districts early in the 2008/2009 school year. The results of this survey have been and continue to be used when working on various physical activity and wellness-related initiatives.

Francophone Sector:

- According to a December 2008 survey among francophone schools, there was an increase in time dedicated to physical education in schools. Certain elementary schools reached the target of 150 minutes. We believe that half of elementary schools will reach this target during the 2009/2010 school year, while the other half will reach it the following year.

Looking ahead

Since last year's Accountability Report, we have made some significant progress in some very critical areas, such as Grade 2 literacy, Grade 8 numeracy. More specifically, Grade 2 (English program and French Immersion) and Grade 4 (English program) students in the anglophone sector and Grade 2 students in the francophone sector have met the 2013 target of having 20% of students exceed the reading standard. First Nations students have also made significant progress in literacy, and Grade 2 students are now on par with the other students in the anglophone system. In addition, an increasing number of high school students are seeing the opportunities that are available to them in terms of trades and art courses.

In order to continue the wonderful successes we are now seeing throughout the public education system, we have begun a number of vital initiatives in all areas. Readiness kits entitled *Welcome to Kindergarten / Bienvenue à la maternelle* are provided to students entering kindergarten, as well as their parents, at the beginning of every school year. These kits contain various educational materials that parents may use to help their children in the transition to school life.

We have also enhanced the online education Portal to include information on the Community Schools Initiative. It now includes both information related to the establishment of community schools, and examples of the benefits associated with the initiative as a whole. The recent signing of an agreement between the Department of Education and UNESCO to expand internationally the entrepreneurial community schools model developed by the francophone sector speaks to the success of the Community Schools initiative.

In the anglophone sector, First Nations students will benefit from additional funding through our new tuition reinvestment model. Also, the Grade 3 immersion program will be offered for the first time beginning in September 2010. This is the final component of the new French Second Language model to be put into action.

In the francophone sector, the Commission on Francophone Schools Action Group will begin work on the development and implementation of a cultural and linguistic development policy. The group will also develop an action plan for implementing the recommendations of the report through stakeholder cooperation.

A literacy centre pilot project was launched in two District 5 schools by the Department of Education and the Caisses populaires acadiennes. The centres offer individual help after school to students in grades 1 to 3 who are having trouble learning to read and write.

The government is very focused on an integrated services delivery model, which will make sure that all the services necessary for student success — health and well-being, support for special needs, social development, counselling, and so on — are being provided in a coordinated fashion by all involved departments.

The annual Accountability Report is proving to be an invaluable tool when it comes to identifying our underperforming targets, and providing guidance in developing and launching new initiatives.

By reporting on a consistent basis, we will help keep all education partners accountable and focused on the progress we need to make in our public education system.

As New Brunswick students move through the public education system, we must continue our focus on the provincial education plan while also being mindful of the key competencies for lifelong learning, as identified by the Organization for Economic Co-operation and Development:

- Communication in mother tongue;
- Communication in foreign languages;
- Math, and basic science and technology;
- Digital competence;
- Learning to learn;
- Interpersonal/intercultural/social and civic competencies;
- Entrepreneurship; and,
- Cultural expression.

Working together we will create opportunity and secure our future. Together we will build a better New Brunswick for all.

Appendix A: Figures

Figure 2: Grade 2 early literacy assessment, English program, reading (Anglophone sector)[49]

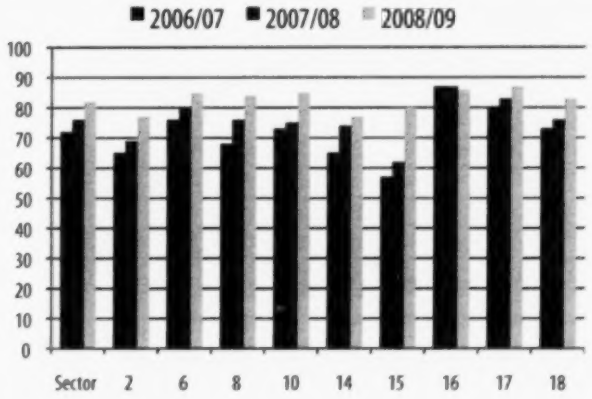


Figure 3: Grade 2 early literacy assessment, French Immersion program, reading (Anglophone sector)[50]

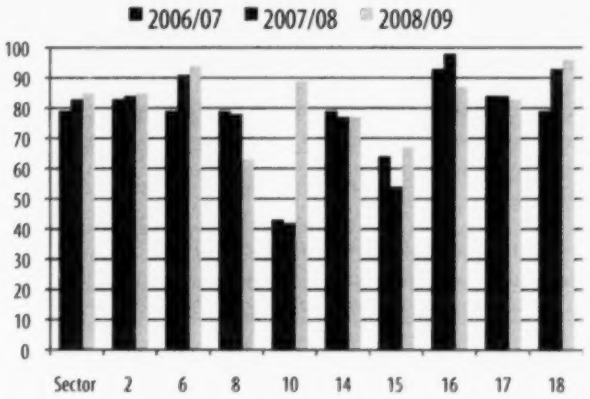


Figure 4: Grade 2 early literacy assessment, silent reading (Francophone sector)[51]

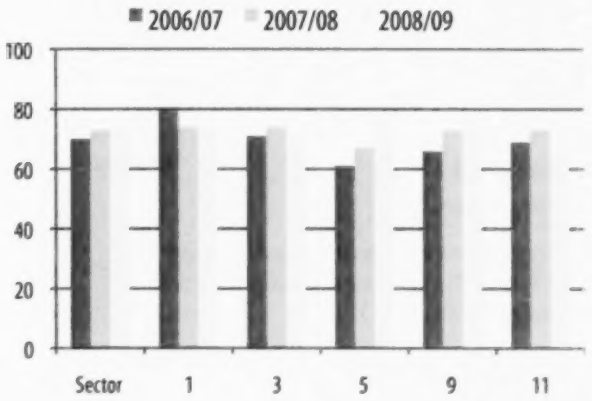


Figure 5: Grade 2 early literacy assessment, reading aloud (Francophone sector)[52]

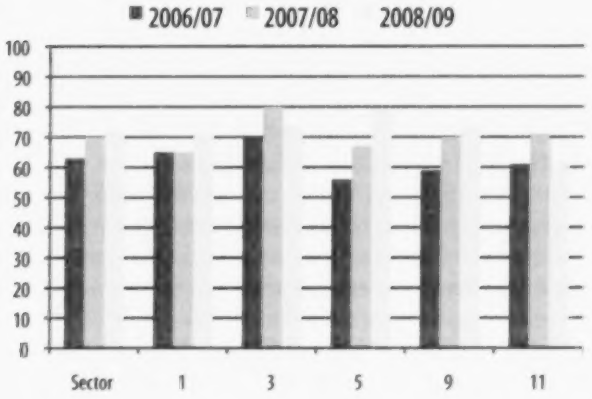


Figure 6: Grade 4 literacy assessment, English program, reading (Anglophone sector)[53]

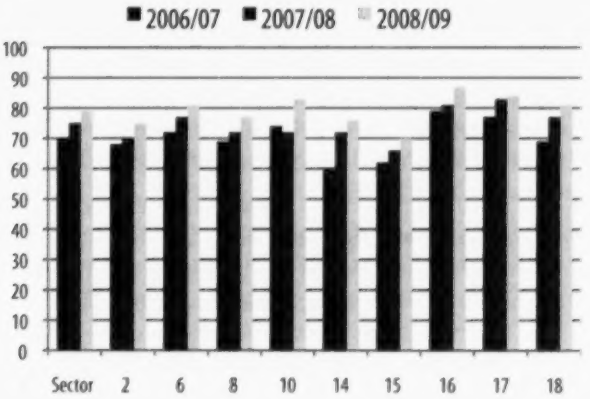


Figure 7: Grade 4 literacy assessment, French Immersion program, reading (Anglophone Sector)[54]

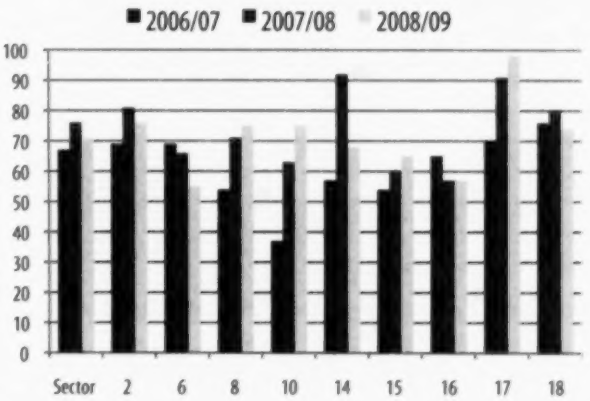


Figure 8: Grade 5 numeracy assessment (Anglophone sector)[55]

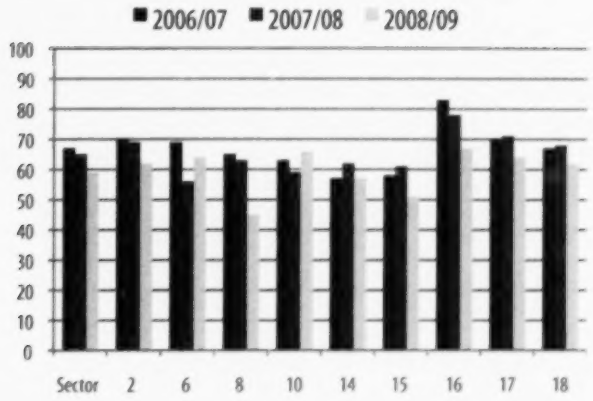


Figure 9: Grade 5 numeracy assessment (Francophone sector)[56]

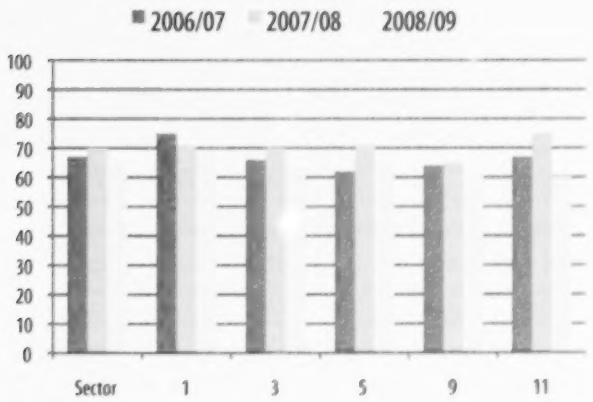


Figure 10: Grade 7 literacy assessment, reading (Anglophone sector)[57]

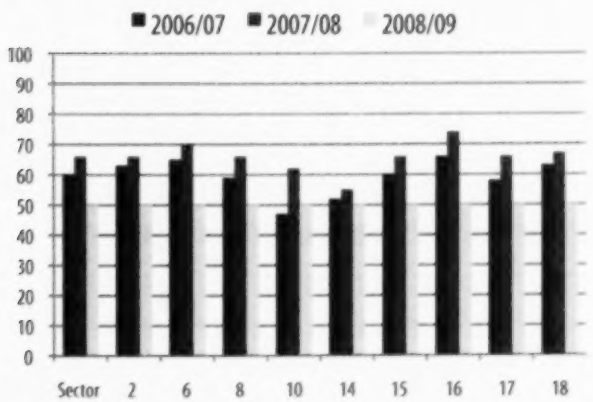


Figure 11: Grade 7 literacy assessment, writing (Anglophone sector)[58]

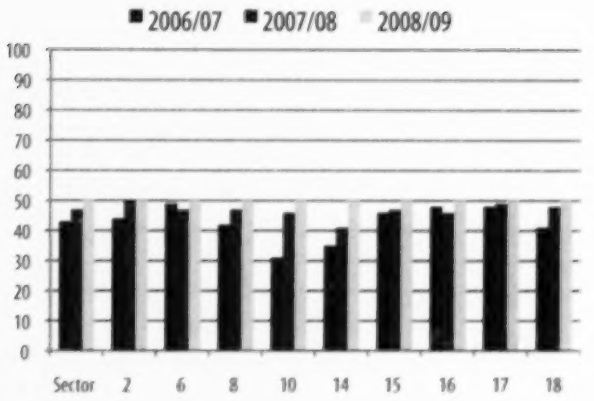


Figure 12: Grade 8 numeracy assessment, mathematics (Anglophone sector)[59]

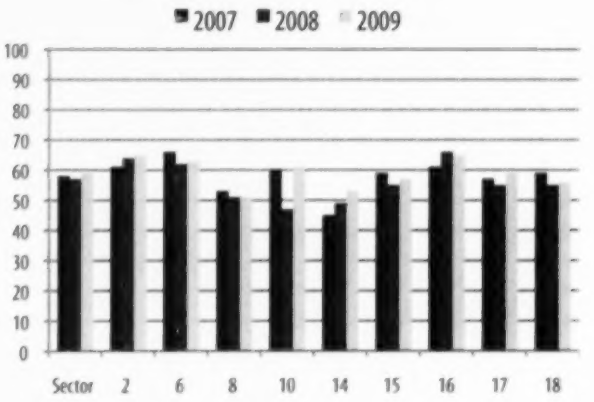


Figure 13: Grade 8 language arts assessment, reading (Francophone sector)[60]

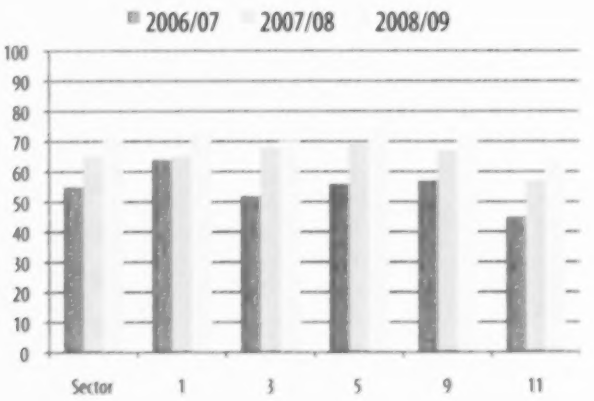


Figure 14: Grade 8 language arts assessment, writing (Francophone sector)[61]

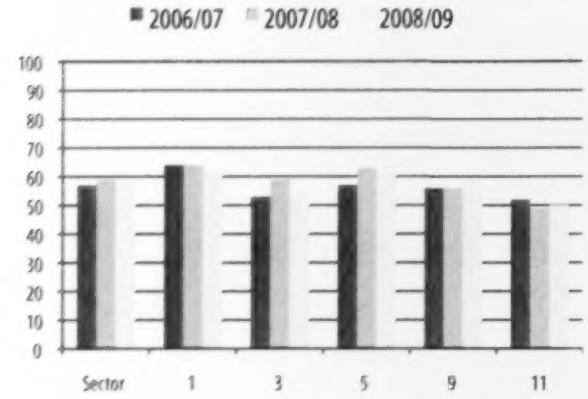


Figure 15: Grade 8 numeracy assessment (Francophone sector)[62]

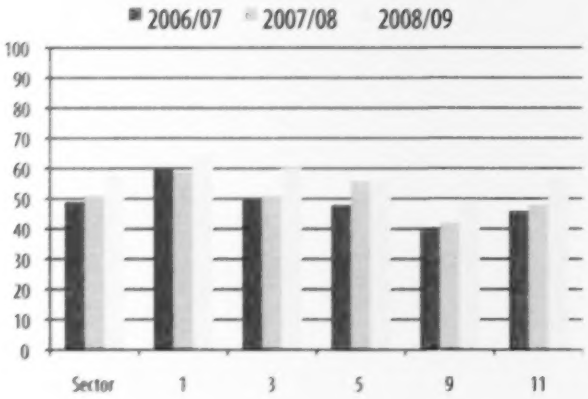


Figure 16: Voting intention, 2009 (Anglophone sector)[63]

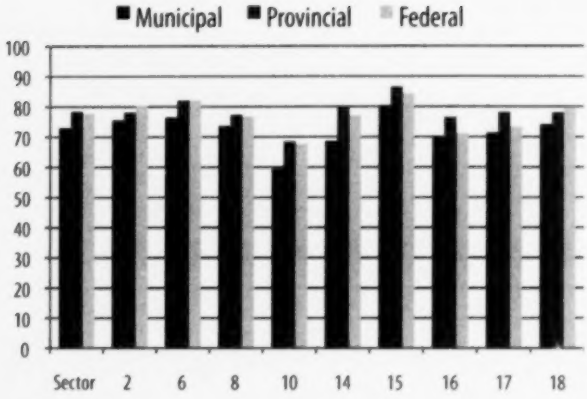


Figure 17: Voting intention, 2009 (Francophone sector)[64]

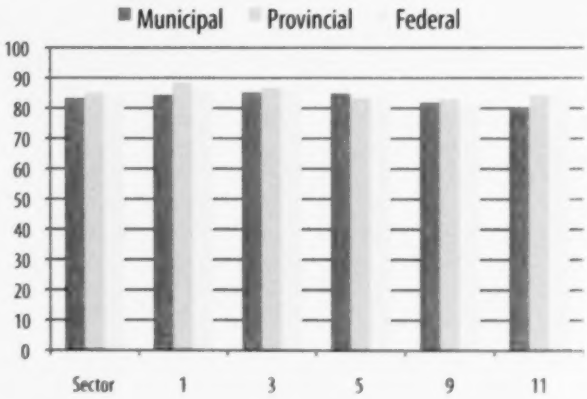


Figure 18: Knowledge of governance, 2009 (Anglophone sector)[65]

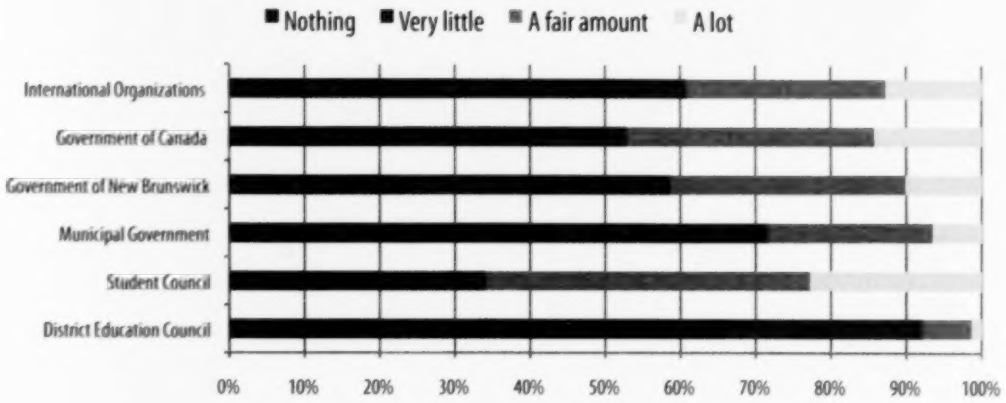


Figure 19: Knowledge of governance, 2009 (Francophone sector)[66]

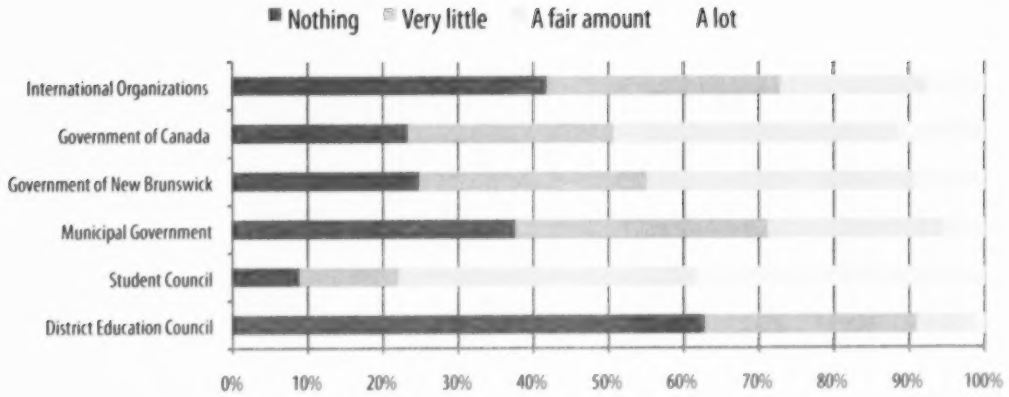


Figure 20: New Brunswick's dropout rate, Grades 7 – 12[67]

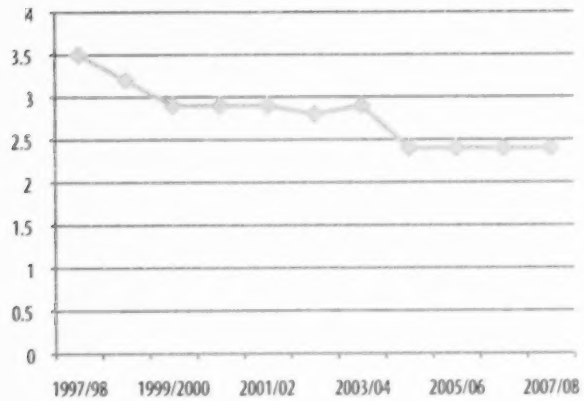


Figure 21: Dropout rate (Anglophone sector)[68]

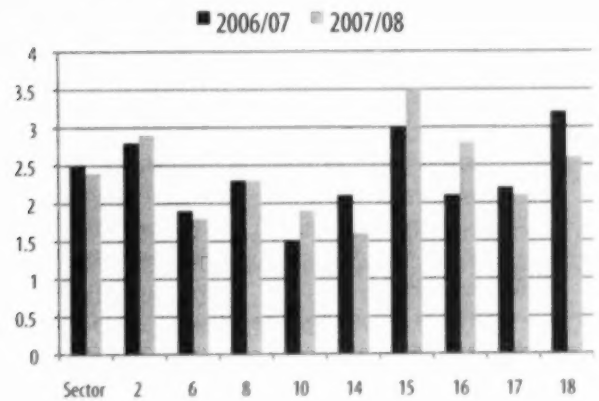


Figure 22: Dropout rate (Francophone sector)[69]

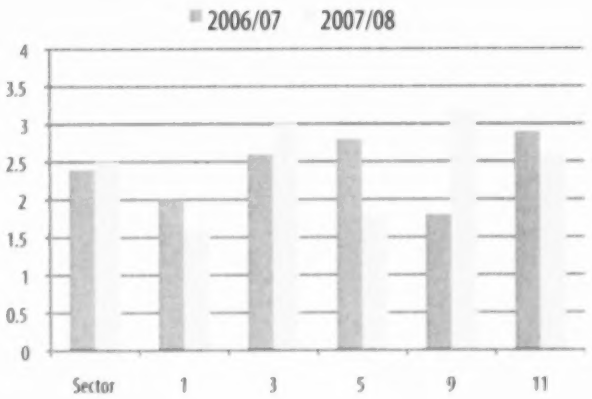


Figure 23: Technology use for instructional purposes (Anglophone sector)[70]

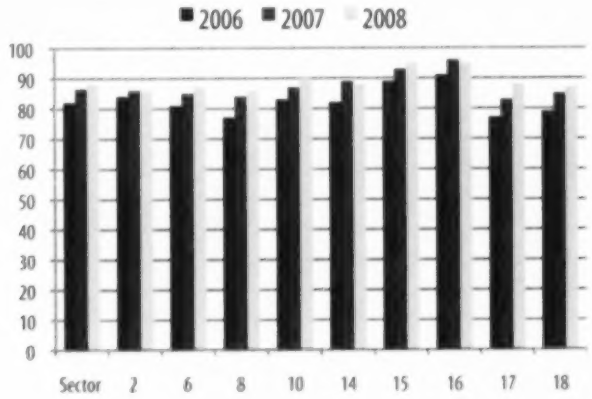
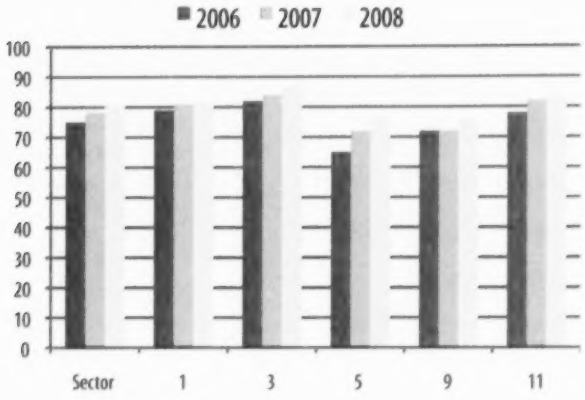


Figure 24: Technology use for instructional purposes (Francophone sector)[71]



Endnotes

1 Source: Teacher's School Readiness Inventory, 2008/09.

2 Source: Évaluation de la petite enfance – appréciation de l'enseignante, 2008/09.

3 Source: Survey sent to kindergarten teachers, 2008/09. Due to the time of year when this target is evaluated, we are reporting the same figure that appeared in the 2008 Accountability Report. Next year's data will reflect information up to September 2009.

4 Source: Online survey completed by school administrations, 2009.

5 Source: Department of Education, 2008/09.

6 Source : Department of Education, 2008/09.

7 Source : Department of Education, 2008/09.

8 Source : Department of Education, 2008/09.

9 Source: Department of Education, 2008/09.

10 Source : Department of Education, 2008/09.

11 Source: Department of Education, 2008/09.

12 Source: Department of Education, 2008/09.

13 Source: Department of Education, 2008/09.

14 Source: Department of Education, 2008/09.

15 Source: Program for International Student Assessment.

16 Source : Program for International Student Assessment.

17 Source : Exit Survey, 2009.

18 Source : Exit Survey, 2009.

19 Source: Statistics Canada, 2007/08.

20 Source : Statistics Canada, 2006/07.

21 Source: Exit Survey, 2009. Students responding "sometimes" or "regularly."

22 Source: Exit Survey, 2009. Students responding "sometimes" or "regularly."

23 Source : Educational Staff Record. The question asked was "How often do you use information and communication technology for instructional purposes?"

24 Source : Online survey of teachers and teaching staff, 2009.

25 Source : Surveys focusing on the ILF were sent to principals in 2009.

26 Source : Online survey, school administrations, 2009.

27 Source : Department of Education, 2009.

28 Source : Teacher Perception Survey, 2008.

29 Source : Online survey of teachers and teaching staff, 2009.

30 Source : Parent Perception Survey, 2008.

31 Source : Student Perception Sur 2008.

32 Source : Department of Educat 09.

33 Source : Department of Education, 2009.

34 Source : Department of Education, 2007/08.

35 Source : Department of Education, 2007/08.

36 Source : Department of Education, 2008/09.

37 Source: Department of Education, 2008/09.

38 Source : Department of Education, 2008/09.

39 Source: New Brunswick Student Wellness Survey, 2008 (Grade K – 5 Parent Survey).

40 Source: New Brunswick Student Wellness Survey, 2008 (Grade K – 5 Parent Survey).

41 Source : Student Perception Survey, 2008.

42 Source : Student Perception Survey, 2008.

43 Source : Department of Education, 2009. Figure represents number of reported cases of bullying, which includes written or visual inappropriate messages, name calling, physical bullying, and taunting.

44 Source : Department of Education, 2009. Figure represents number of reported cases of non-tolerated behaviours, which include belittling, harassment, insults, bullying, and verbal violence directed at other students or personnel.

45 Source : Department of Education, 2009.

46 Source : Department of Education, 2009.

47 Source : Department of Education, 2009.

48 Source : Department of Education, 2009.

49 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 2 English program reading comprehension assessment.

50 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 2 French Immersion program reading comprehension assessment.

51 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 2 silent reading comprehension assessment.

52 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 2 reading aloud comprehension assessment.

53 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 4 English program reading comprehension assessment.

54 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 4 French Immersion program reading comprehension assessment.

55 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 5 numeracy assessment.

56 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 5 numeracy assessment.

57 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 7 literacy assessment.

58 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 7 literacy assessment.

59 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Middle Level Mathematics Assessment.

60 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 8 language arts assessment.

61 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 8 language arts assessment.

62 Source : Department of Education. As measured by the percentage of students at appropriate or strong performance on the Grade 8 math assessment.

63 Source : Exit Survey, 2009.

64 Source : Exit Survey, 2009.

65 Source : Exit Survey, 2009.

66 Source : Exit Survey, 2009.

67 Source : Education Dropout Statistics, Department of Education. The dropout count is based only on students who were active on September 30, dropped out, and did not return to school by the following September 30.

68 Source : Department of Education.

69 Source: Department of Education.

70 Source : Educational Staff Record. Measured as the % of respondents answering "very" or "somewhat" to the question: "How often do you use information and communication technology for instructional purposes?"

71 Source : Educational Staff Record. Measured as the % of respondents answering "very" or "somewhat" to the question: "How often do you use information and communication technology for instructional purposes?"